



STATE OF MICHIGAN
STATE BOARD OF EDUCATION
LANSING

RICK SNYDER
GOVERNOR

MICHAEL P. FLANAGAN
STATE SUPERINTENDENT

State Board of Education Policy on State School Turnaround

The State Board of Education is constitutionally charged with "leadership and general supervision over all public education . . ." and is responsible for appointing a superintendent of public instruction who "shall be responsible for the execution of its policies."

The State Board of Education believes every child in Michigan is entitled to a quality education and will hold schools accountable to meet performance standards that allow children to succeed.

Schools or school districts that fail to meet quality standards as defined under current law and the waiver in place from the U.S. Department of Education will receive assistance from the Michigan Department of Education (MDE) that shall include a comprehensive instructional audit. The audit will inform a School Improvement Plan approved by the Michigan Department of Education. After receiving MDE assistance, schools or districts that still fail to meet quality standards, will face progressively increasing interventions that may lead to and/or result in State takeover.

It is the policy of the State Board of Education that any entity engaged in school turnaround efforts, including the Michigan Department of Education and the State School Reform/Redesign Office/Officer adhere to the following approach:

- **Step 1:** Assistance Phase: The Michigan Department of Education shall assign a team of educational experts who will perform an instructional audit, in consultation with the school/district. The audit will be used as the basis of a School Improvement Plan that must be approved by the Michigan Department of Education. The plan shall include mutually agreeable goals and will identify the data to be used to determine progress towards reaching the goals. In addition, the plan may also identify professional development opportunities for teachers, administrators and staff. The purpose of Step 1 is for MDE to provide support and assistance to the school or school district.
- **Step 2:** The Michigan Department of Education or its designee will determine if the school/district are meeting the established goals or if substantial progress is being made towards such. If the goals are met, or if there is substantial progress, the district will be placed in Year 2 of the Assistance Phase, and the Department will continue to work with the school/district.

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608 WEST ALLEGAN STREET • P.O. BOX 30008 • LANSING, MICHIGAN 48909
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If the goals are not met, or if there is not substantial progress, the school/district will enter a Probationary Phase. The Michigan Department of Education will work with the school/district to determine the reasons for lack of progress, and may grant additional authority to the local Superintendent and/or local Board of Education to address the reason(s) the goals are not being met in accordance with state and federal law. A revised School Improvement Plan will also be developed. At the end of this year, the Michigan Department of Education will determine if the goals are met, or if there is substantial progress made towards the goals. If yes, then MDE will determine if the district would remain in this phase or go back to the Assistance Phase. If a determination is made that the goals have not been met, or if there is no substantial progress towards the goals, then the school or school district would be moved to Step 3.

- **Step 3:** The Michigan Department of Education will assign a monitor who will have the authority to set the School Improvement Goals and have the authority to carry out the plan. The State Board of Education directs the Michigan Department of Education to develop the process that allows an entity to be assigned as a monitor.

The Michigan Department of Education will determine if the goals are met, or if there is substantial progress towards the goals. If so, they will determine what Phase the school will be assigned for the next school year (any Phase 1-3). If the goals are not met, or if there is no substantial progress made, the school or district would go to Step 4.

- **Step 4:** The Michigan Department of Education will take over the school or school district in circumstances described under current state law. A district will be placed back with the original authority after meeting the School Improvement Goals for three consecutive years.

Principles Guiding School Turnaround:

1. A priority in school-turnaround is to raise student achievement and to prepare students for success. The School Improvement Plan must be based on a thorough assessment of each school's particular needs, utilizing data specific to that school.
2. Each Phase is meant to be one year (unless goals are met or if there is substantial progress towards reaching the goals).
3. The goal is for the MDE to provide assistance and to help local districts succeed at turning around their own schools.
4. Local input is important. At each Phase, as part of the School Improvement Process, the leader of the Plan will hold meetings with administrators, board members, superintendent, teachers and other staff, union leadership (if unionized), and the community to design the School Improvement Plan. These meetings must be public meetings and must be posted. The meeting(s) shall take place at a convenient time and location and shall be of sufficient length for all to voice their opinions.

5. Financial transparency shall be maintained at all levels. Any entity, regardless of non- or for- profit status, that is responsible for overseeing or spending the school's budget, shall conduct annual internal audits by an independent and qualified professional and make all school-related financial records available to the public, including a detailed budget, and a detailed accounting of actual expenditures and revenues to include: personnel costs, benefits, contracts, and travel expenses. Any information that would be available to the public under the school's traditional governance model shall remain public under any new governance model.

The State Board of Education asks the Superintendent of Public Instruction to continuously identify issues related to effective harmonization of school turnaround, policy, and effort and recommend amendments to this policy as appropriate to the State Board of Education.

Adopted May 12, 2015